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AESTRACT

The purpose of the research development program was to (1) organize a mechanism to stimulate and promote educational research at the member colleges; (2) develop and support a program of seminars, workshops and demonstrations to communicate to faculty and administrators of 10 colleges the basic and more advanced methodology of educational research and research administration; (3) encourage qualified faculty and administrators to develop educational research projects and to assist them in obtaining support for these projects; and (4) initiate common educational research projects in the 10 colleges designed to clarify the role of the private liberal arts college in an era of expanding public higher education. This report summarizes the projects that were undertaken to implement these objectives, as well as some additional steps that were taken to improve the capabilities of the member college faculties to participate in related research activities. (AF)

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FINAL REPORT
Project No. 71011
Grant No. OEG-1-7-071011-3908(010)

DEVELOPMENT OF EDUCATIONAL RESEARCH PROGRAMS OF MEMBER COLLEGES OF THE COLLEGE CENTER OF THE FINGER LAKES

June 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

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Final Report

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Development of Educational Research Programs of Member Colleges of the College Center of the Finger Lakes

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U.S. DEPARTMENT OF
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I. PURPOSES OF THE RESEARCH DEVELOPMENT PROJECT

In 1967 the College Center of the Finger Lakes was awarded Research Development Grant No. OEG-1-7-071011-3908(010) to support the creation and establishment of an integrated series of programs designed to stimulate the "Development of Educational Research Programs at Member Colleges." This report and the appended Faculty Research Inventory summarize the results of the three years of operation under the Research Development grant. The objectives of the program were:

A. To organize a mechanism to stimulate and promote educational research at the member colleges.

B. To develop and support a program of seminars, workshops and demonstrations devoted to communicating to faculty and administrators of ten colleges the basic and more advanced methodology of educational research and research administration.

C. To encourage qualified faculty and administrators to develop educational research projects and to assist them in obtaining support for these projects.

D. To initiate common educational research projects in the ten colleges designed to clarify the role of the private liberal arts college in an era of expanding public higher education.

II. PROJECT IMPLEMENTATION

Objective 1: To organize a mechanism to stimulate and promote educational research at the member colleges.

A Coordinating Research Committee has been firmly estab-

lished to act as the primary planning group for the organization and administration of the CORD program. At each of the ten member colleges (two colleges became members of the College Center since the grant was made) one faculty member has been released on a quarter-time basis to act as that institution's CORD Research Coordinator. The research coordinators and the Research Director (of the College Center of the Finger Lakes' staff) compose the Research Committee. The coordinators serve as a communications link between the faculty and administrators of the individual colleges and the Research Committee. They also act as advisors to faculty and administrators on the development and improvement of educational research projects. In addition, the committee recommends and develops policies concerning the administration of the program's seminars, workshops, demonstrations and proposal assistance services. Faculty who are already interested or engaged in educational research or development activities were consulted by coordinators to obtain recommendations for future activities. The Board of Trustees of the College Center has voted to continue the CORD Research Committee into the coming year under internal support. The value of this committee has been demonstrated.

For two years a CORD Bulletin and a Faculty Research Inventory was issued which reviewed the activities organized by the Research Committee. Individual copies of these publications were made available to all College Center faculty and administrators. These publications: 1) identified those faculty who have engaged in research activities related to education and other disciplines; 2) familiarized faculty with CORD's objectives and operations; and 3) solicited information for additional support. This year a combined publication (appended) has been

prepared which synthesizes the full three years of the program.

The members of the Research Committee for 1969-70 have included the following personnel:

Director of Research

Fritz H. Grupe
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Research Coordinators

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B.A.--Alfred University
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The Research Committee is expected to continue as presently constituted during the coming year.

Objective 2: To develop and support a program of seminars, workshops and demonstrations devoted to communicating to faculty and administrators at the (ten) colleges the basic and more advanced methodology of educational research and research methodology.

Orientation and Initiation

Coordinators and the director have held orientation sessions at each of the ten colleges each year. At each session the purposes of the CORD project were identified and procedures for faculty participation were explained.

Research Training

Eight persons have attended the National Research Training Institutes sponsored by the U.S. Office of Education and administered by the Oregon State System of Higher Education. As a result of their participation in the three institutes, the following individuals gained valuable insights into possibilities for organizing the CORD project:

Elmira College - Francix X. Brady
Milton Erway

Ithaca College - Walter Newsom
Stanley Davis

Corning Community College - George Gifford

Hartwick College - C. James Herrick

College Center - Fritz H. Grupe
John R. Jacobson

Seminars, Workshops and Demonstrations

By the close of this year, approximately eighty separate workshops, demonstrations and conferences had been held to stimulate the interest of faculty and administrators in the findings and applications of educational and institutional research. These sessions have gone far in creating an environment supportive of research, and in providing instruction in specific research methodologies. Many sessions have also dealt with innovative curriculum developments, the improvement of research administration and the application of disciplinary research to education. The topics covered, and the consultants retained are included in the Faculty Research Inventory. The variety in the presentations proffered has made a substantial impact on the acceptance being given to continued research oriented activities.

In the series noted, the term seminar indicates the con-

tent of the session was introductory in nature and provided faculty with the opportunity to explore basic concepts in the topic area. The term workshop connotes a session in which participants were dealing with specific project designs and the interpretation of research results. Demonstrations were designed to acquaint faculty with some of the processes and results of research which are best explained by "showing." Conferences dealt with several approaches to broad problem areas. Attendance has ranged between twelve and fifty persons.

The CORD seminars have succeeded in bringing College Center associated personnel up to date in most areas of research which are of general concern. These sessions have also been a useful adjunct to the efforts of individual institutions to focus attention on particular problems of concern and to broaden the exposure of faculty from all of the colleges and universities to developments taking place at member institutions. To sustain this aspect of the CORD program, the College Center Board of Trustees has approved the Center's 1970-71 program to include from five to ten similar sessions among its regular seminar series.

Research Assistance Capability

The office of CORD director has been a focal point for continuing the impact of the program. This office was determined to be sufficiently desirable that the College Center will provide staff capability to continue its role in facilitating and improving the utilization of research studies by having personnel to carry out these objectives:

A. To assist institutional and educational researchers at the member colleges and universities to develop,

design, carry out, and interpret specific projects.

B. To coordinate and publicize research related seminars.

C. To conduct research methodology sessions for researchers.

D. To disseminate information about research, particularly about projects in which the member institutions might draw upon the resources of outside research agencies.

E. To assist faculty and administrators in obtaining outside funding for educational research and development activities.

Eight of the College Center institutions have designated individuals as institutional research officers. Seven of these offices had not existed prior to CORD. An institutional research group may be formed this year to consider various topics including the utilization of management information system materials being developed by the Western Interstate Commission for Higher Education.

As noted above, the Research Committee for CORD will be maintained to assist faculty in the continued development of research designs and proposals. The review of each proposal development grant application by the Research Committee has proved to be of value not only for the grantees, but also for the coordinators. The coordinators come from a variety of academic backgrounds: from research and administration, as well as from the educational, academic and professional disciplines. The evaluation requisite to the approval of all of the grant applications involves a review of the applicant's capacity for research, the soundness of his project, the generalizability of the expected results as viewed from the point of view of his

discipline, and its applicability to the development of improved educational theory and practice. Thus, the review of the application has become a valuable technique for aiding the coordinators to effectively work with their respective faculties in the preparation of their research proposals.

Objective 3: To encourage qualified faculty and administrators to develop educational research projects and to assist them in obtaining support for these projects.

Objective 4: To initiate common educational research projects in the ten colleges designed to clarify the role of the private liberal arts college in an era of expanding public higher education.

Common research projects have been structured to support projects which involve more than one institution. The purpose of this aspect of the project is to weld the several institutions together on some projects to give them an understanding of their commonality, and to promote cooperative research programs by faculty and staff.

An initial research proposal development grant in this area was given to three staff members of Ithaca College to develop and evaluate a curriculum in chemistry for chemistry majors. This project was developed in cooperation with the California Institute of Technology. The curriculum and research program, once it is developed, will be applied and tested by other member institutions. This is a natural and vital program which has excited great enthusiasm among the faculty working in chemistry departments. The National Science Foundation has given additional funding to support further research and development in this area. The original grant totaled $90,000--and continuation grants were also made.

In cooperation with Schuyler-Chemung-Tioga Board of Cooperative Educational Services, the College Center submitted a proposal for a Cooperative Approach to Student Teaching (CAST) under the Education Professions Development Act, Part B2. The proposal was a direct outgrowth of a seed grant awarded to education department faculty through CORD. Tentative approval of this project has been received and while final cost negotiations have not been completed, it seems likely that the one-year grant will approximate $60,000. The project was initiated on June 8 and will focus on the utilization of research based techniques for assessing and analyzing teacher performance as a part of student teacher supervision.

Keuka College and Corning Community College faculty members have been involved in the exploration and development of proposals related to the internal control of reinforcement in college students. One regional research grant has been made to a faculty member in this group (Gunars Reimanis, Corning Community College). Barbara Allardice was provided a seed-grant eventually submitted to the Esso Foundation. The project was awarded an initial grant of $5,700.

Four seed-grants approved this Spring will lead to further exploration of cooperative approaches to defining the role of CCFL institutions. One grant has led to the submission of a proposal to the National Science Foundation to support the development of a CCFL course in "Fresh Water Vertebrates." A second grant was awarded to permit a survey of graduating student placement services to determine whether joint services could be arranged. Another project is attempting to develop a joint approach to institutional research on college students among CCFL

institutions. In a fourth project a professor is attempting to determine whether a sociology sampler and annotated bibliography on selected sociological concepts can be structured.

Additional seed-grants have been awarded to aid in the development of individual proposals. In total approximately forty-five such grants were made. These are enumerated in the Faculty Research Inventory. Although many of these are still in progress and a few could not be completed, the success of those awarded were truly seminal, as the projects noted above will indicate. Although many of the projects did not require additional funding (or support was provided by the institution) several grants were received. William J. Walker (Alfred University) was awarded $9,500 through the Regional Research Program to evaluate the Classroom Climate Index. Richard Kelley (Corning Community College) completed his doctoral dissertation with additional support from the Kendall Foundation. A seed-grant to Warren Board of Elmira College resulted in a $22,500 from the U.S. Office of Education toward the creation of an advanced instructional resources center. The project director was the study director for two studies conducted for the New York State Education Department by the College Center. The first of these was reported as The Formation of Intercollegiate Cooperative Centers and the second as Interinstitutional Cooperation in Higher Education in New York State. The contracts under which these studies were made were $8,700 and $7,900 respectively. The first of these studies was of assistance in the completion of the project director's doctoral dissertation which is to be included in ERIC.

It is clear that the seed-grants administered by CORD have been successful in providing ample opportunities for faculty seeking assistance in proposal development to obtain this support. The Research Committee's combined review of the proposals has led to the strengthening and modification of the research or development designs. To maintain this aspect of CORD, the College Center Board of Trustees voted to allocate funds to continue to support six seed-grants annually.

III. COMPLEMENTARY ACTIVITIES

In an effort to augment and to more fully utilize the resources available through the CORD program, steps have been taken to further improve the capabilities of the member colleges' faculties to participate in related research activities.

Certain types of information will be centralized at the College Center of the Finger Lakes. This would include information and program brochures for federal, state and foundation research programs, ERIC's Research in Education and other publications relating to education research, and information on consultants available for the development of instructional research. College Center libraries have been given information on ERIC and all now subscribe to Research in Education. As a part of the Cooperative Approach to Student Teaching the College Center will become a repository for library, research and instructional materials related to research and development techniques in teacher performance and productivity.

The College Center of the Finger Lakes is continuing its Research Grants-in-Aid program which consists of awarding a num-

ber of small grants each year to faculty of member colleges. The funds are provided jointly by the College Center and the member colleges. The grants are usually made to assist faculty members to do research during the summer months but may also be used for research undertaken in the regular academic year.

The coordinator from Corning Community College has been providing his faculty with consultative assistance in educational research methodology. Ten faculty have participated this year. Projects that they have begun this year are being given carry-over assistance next year.

Concurrent with the operation of CORD, Cazenovia College has been undertaking an extensive self-study that has given the College in-depth data about the nature of the College and its impact on student attitudes, values, and achievement. The study was supported by a $30,000 grant from the American Foundation for Management Research. The final activity under CORD was a case-study review of data obtained. The case study was attended by twenty persons including expert consultants, College Center staff, and representatives from Cazenovia and other CCFL institutions. This case study proved to be a most successful opportunity that highlighted the importance of high level institutional research and the sharing of information between colleges. An invitation for Cazenovia to draw upon the analysis resources of the College Research Center has been extended by the director, Dr. Kenneth Wilson.

Hartwick College hosted one of several workshops conducted by Dr. Arthur Chickering. As a co-sequence of his participation in the CORD session, Dr. Chickering has included Hartwick College

in his proposal for continuing the research reported in the award winning book, Education and Identity. The follow-up project submitted to the National Institute of Mental Health will focus on the implementation of changes based upon research findings.

IV. SUMMARY

The College Center schools have strong traditions of educational innovation and experimentation. The Research Development Program which was aimed at directing faculty and administrators toward methods of evaluating and improving the effectiveness of such programs has been a valuable adjunct to these traditions. The steps taken in this program have been notably successful in changing attitudes by demonstrating the important purpose and role educational research has in higher education. The impact of the Consortium Research Development Program has had significant effects in quickening the interest in, and in increasing the participation of faculty in educational research activities. Changes and goals implemented during the Consortium Research Development Program's three years of operation have been very useful in providing a sound basis from which to continue the program under institutional support. Additional potential for more improvements in educational research development are anticipated and necessary. Nonetheless, the viability of the program has been demonstrated as to be a particularly necessary component for enhancing the educational research capabilities of faculty at these small liberal arts colleges and universities.